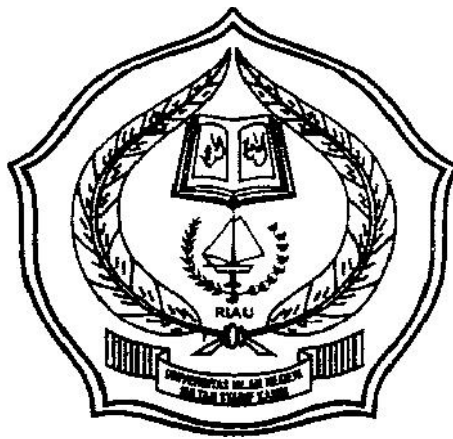


**THE EFFECT OF USING DO YOU HEAR WHAT I HEAR?  
(DYHWHIH?) STRATEGY TOWARD READING  
COMPREHENSION AT THE SECOND YEAR  
STUDENTS OF SMPN 2 TAMBANG  
KAMPAR REGENCY**



**By**

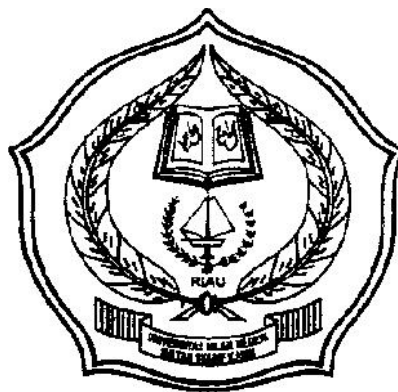
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KAMPAR REGENCY**

Thesis

Submitted to Fulfill One of Requirements  
For Undergraduate Degree in English Education  
(S.Pd.)



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## **ABSTRACT**

### **SAID HASAN BASRI (2012): The Effect of Using Do You Hear What I Hear? (DYHWIH?) Strategy toward Reading Comprehension at the Second Year of SMPN 2 Tambang Kampar Regency**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at SMPN 2 Tambang of Kampar Regency. The subject of the research was the first year students of SMPN 2 Tambang of Kampar Regency, and the object of this research was the effect of using Do You Hear What I Hear? (DYHWIH?). The design of this research was quasi-experimental design.

The population of this research was all of the first year students. The total number of population was 88 students. Because the number of population was not large, the researcher used quota sampling by taking two classes only as sample; class VIII A, consisted of 30 students as experimental group, and class VIII B, consisted of 30 students as control group, so the numbers of sample from two classes were 60 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that there is significant Effect of Using Do You Hear What I Hear? (DYHWIH?) strategy on Reading Comprehension at the Second Year students of SMPN 2 Tambang of Kampar Regency, where  $t_{\text{observed}}$  shows 3.330 at significant level of 5%,  $t_{\text{table}}$  shows 2.00, and at level of 1%,  $t_{\text{table}}$  shows 2.65. Thus, Null Hypothesis ( $H_0$ ) is Rejected, and Alternative Hypothesis ( $H_a$ ) is Accepted, which shows  $2.00 < 3.330 > 2.65$

## ABSTRAK

**SAID HASAN BASRI (2012): Dampak dari Penggunaan Strategi Apakah Kamu Dengar Apa yang Aku Dengar? (DYHWHI?) terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMPN 2 Tambang Kecamatan Kampar**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMPN 2 Tambang. Subjek dari penelitian ini adalah siswa tahun kedua SMPN 2 Tambang, dan objek dari penelitian ini adalah dampak dari penggunaan strategi Apakah Kamu Dengar Apa yang Aku Dengar? (DYHWHI?). Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 88 siswa. Dikarenakan jumlah populasinya tidak terlalu banyak, peneliti menggunakan *quota* yang hanya mengambil dua kelas sebagai sampel: kelas VIII A yang terdiri dari 30 siswa sebagai kelompok eksperimen, dan kelas VIII B yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Setelah data dianalisis, peneliti menemukan pengaruh yang signifikan dari strategi Apakah Kamu Dengar Apa yang Aku Dengar? (DYHWHI?) untuk meningkatkan pemahaman bacaan siswa tahun kedua SMPN 2 Tambang, dimana  $t_{\text{observed}}$  menunjukkan 3.330 pada level signifikan 5%  $t_{\text{table}}$  adalah 2.00, dan pada level 1%  $t_{\text{table}}$  adalah 2.65. Maka, Null Hypothesis ( $H_0$ ) ditolak, dan Alternative Hypothesis ( $H_a$ ) diterima, ditunjukkan dengan  $2.00 < 3.330 > 2.65$ .

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## CHAPTER 1

### INTRODUCTION

#### A. The Background

Reading is one of important skills in English besides other skills like writing, speaking and listening. Reading is the most important one that should be mastered by students if they want to understand the text. Reading is easy but to understand what the author's means is difficult, according to Burnes, and Page stated that reading process is to reconstruct the author's means.<sup>1</sup>

Reading is also one of the ways to get information. Trough reading we can enlarge our knowledge. Reading is one of the receptive skills which becomes the necessary skill in written communication and this is the main motivation for learners. In reading, students are expected to understand the text and get some information from the writer's thought. In fact, most of them have problem in reading, even though they read the passage, but they are still difficult to know what it is about.

According to Murcia states that reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help them to analyze texts.<sup>2</sup>

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<sup>1</sup> Don Burnes and Glenda page. *Insight and strategies for Teaching Reading* (Brisbane College of advance Education Sydney, 1985), pp.2.7

<sup>2</sup> Marianne celce-murcia Lois McIntosh, *Teaching English as Second or Foreign Language*. (Massachusetts: Newbury House Publishers Inc, 1979), pp.200.

Based on the definition above, the writer can conclude that reading is a skill that presents the authors' idea. In reading, the reader must have a good interaction with the text in order to get the meaning of the text.

SMPN 2 Tambang is one of Junior High Schools in Kampar Regency. This school uses KTSP curriculum based competence as a guide in teaching-learning process which includes for Reading subject. Based on the syllabus, the first year students of Junior High School focus on descriptive text. It is also the target that should be achieved in KKM standard is sixty (60) for English. We can conclude that SMPN 2 Tambang in Kampar Regency already carried out of teaching-learning process based on KTSP that prioritized to develop language skills including Reading skill.

Based on statement above and the writer's background study about the problem above, even though the second year students of Junior High School had been taught about English twice in a week. They had problem in reading comprehension. First, the students still had difficulties in understanding the reading text, then the students still used strategy of reading by reading the entire reading text book. So, the students were confused, get bored, and noisy in the class. And then the students needed long time to understand the reading, in additional the students lack in mastering in vocabularies. So, the students cheated to friends.

The problem faced by the students will be outlined in the following phenomena:

1. Some of students cannot find main idea in the paragraph.
2. Some of students cannot find synonym of word.
3. Some of students are not able to get information from the text.
4. Some of students are unable to reference the text.
5. Some of students are unable to find purpose of the text.

To improve the students' reading comprehension needs an appropriate technique and strategy helping them as solution for their problems. There is actually strategy that can help students in reading comprehension, Called *Do You Hear what I Hear? (DYHWIH?) Strategy. Do You Hear What I Hear?* Is a strategy that helps teachers and students meet the challenge posed by these new and demanding literacy standards more specificall? The strategy leads to significant improvements in students' reading, writing, speaking, and listening skills<sup>3</sup>. *Do You Hear What I Heard? (DYHWIH?)* is an ideal way to assist less-proficient readers and bolster the confidence of all students in preparing them to read and respond to the text<sup>4</sup>.

*Do You Hear What I Hear? (DYHWIH?)* does more than employ the research showing that generative post-reading tasks improve students' retention and comprehension , it also provides teachers with a clear method for preparing students to succeed at these higher-order tasks<sup>5</sup>.

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<sup>3</sup> Harvey F. Silver et al. *The Strategic Teacher*. (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2007), pp .231

<sup>4</sup> Ibid. pp. 232

<sup>5</sup> Ibid. pp. 233

The basic idea of *Do You Hear What I Hear? (DYHWHI?) strategy* begins with listening and then moves through a series of increasingly sophisticated thinking processes, from developing notes to retelling and peer coaching, to responding to higher-order questions about themes and passages, all the way to the creation and revision of a written product.

Based on the explanation and problems experienced by the students above the researcher is interested in conducting a research entitled: “ **THE EFFECT OF USING DO YOU HEAR WHAT I HEAR? (DYHWHI?) STRATEGY TOWARD READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMPN 2 TAMBANG KAMPAR REGENCY**”.

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background and phenomena above, there are many problems that make the students unable in improving their ability to comprehend the reading text. The problems of the research are identified on the following identifications:

- a. Why are some of students not able to find main idea in the paragraph?
- b. Why are some of students not able to find synonym of word?
- c. Why are some of students not able to get information from the text?
- d. Why are some of students not able to identify references the text?
- e. Why are some of students not able to find purpose of the text?

## **2. The Limitation of the Problem**

Based on the identification of the problems above, the problems of the research only focused on the effect of using Do You Hear What I Hear? (DYHWIH?) strategy toward the reading comprehension at the first year students of SMPN 2 Tambang of Kampar Regency. Then, the reading text used by the researcher in this research is descriptive text.

## **3. The Formulation of the Research**

Based on the problems above, those the problems of the research will be formulated in the following research questions:

- a. How is the students' reading comprehension at the second year of SMPN2 Tambang Kampar Regency by using Do You Hear What I Hear? (DYHWIH?) strategy?
- b. How is the students' reading comprehension at the second year of SMPN 2 Tambang Kampar Regency without using Do You Hear What I Hear? (DYHWIH?) strategy?
- c. Is there any significant effect of using Do You Hear What I Hear? (DYHWIH?) strategy toward Reading Comprehension at Second Year of SMPN 2 Tambang Kampar Regency?

## **C. The Objectives and the Significance of the Research**

### **1. The Objectives of the Research**

The writer carries out this for several objectives as stated below:

1. To find out the students' ability in reading comprehension by using Do You Hear What I Hear? (DYHWIH?) strategy.
2. To find out the students' ability in reading comprehension without using Do You Hear What I Hear? (DYHWIH?) strategy.
3. To obtain whether there is any significant difference of reading comprehension between the students who are taught by using Do You Hear What I Hear? (DYHWIH?) strategy and those who are taught by using conventional strategy.

### **2. The Need of the Research**

There are several needs for the study, as stated below:

1. To fulfill one of the requirements of S1 degree of Education at English Department Education and Teacher Training Faculty of State Islamic University of SUSKA Riau.
2. To give the positive contribution for the teachers in teaching learning process, especially in English Subject especially Reading at the Second Year of SMPN 2 Tambang Kampar Regency.
3. To give information and solution for English teachers and others who concern in learning English about the use of Do You Hear What I Hear (DYHWIH?) Strategy toward reading comprehension.



4. The writer's contribution for the Education and Teacher Training Faculty of State Islamic University of SUSKA Riau dealing with data on strategies will be applied by the teacher in increasing students' ability in reading comprehension at the second year of SMPN 2 Tambang, Kampar Regency.

#### **D. The Reason for Choosing the Title**

The writer is interested in carrying out a research on the topic above based on some statements below:

1. The title of this research is relevant with the writer's major as the English Education Department Student.
2. As far as the writer's concerned, other researchers have never written this title yet.
3. The writer wants to find out the influence of using Do You Hear What I Hear? (DYHWHI?) strategy toward the students' ability in reading comprehension.

The writer wants to find out the solution of the students' problem in reading comprehension, especially at the second year of SMPN 2 Tambang Kampar Regency.

## E. The Definition of the Term

In order to avoid misunderstanding in reading this research report, the writer feels necessary to define some specific terms.

### 1. Effect

Effect is a change caused by somebody/ something: result (Manser, 1995). In this research, effect is defined as the result of teaching by Do You Hear What I Hear? (DYHWIH?) strategy.

### 2. Do You Hear What I Hear? (DYHWIH?)

Do You Hear What I Hear? (DYHWIH?) is a strategy leads to significant improvement in students' reading, writing, speaking, and listening skills. This strategy begins with listening and then moves through a series of increasingly sophisticated thinking processes, from developing notes to retelling and peer coaching, to respond higher-order questions about themes and passages, all the way to the creation and revision of a written product<sup>6</sup>.

### 3. Strategy

Strategy is defined as particular way of doing something. In this study, method deals with the way used by the students to comprehend reading text.<sup>7</sup>

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<sup>6</sup> Harvey F. Silver et al. *The strategic Teacher*. (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2007), pp.231.

<sup>7</sup> Hornby. A.S. *Oxford advanced Learner's Dictionary of Current English* Oxford University Press; England .(2002), pp. 837

#### 4. Reading

According to Gerald G. Duffy, 'reading' is language, and language is made up of words. Words reflect experiences<sup>8</sup>. Scott G. Paris and Steven A. Stahl state that reading is generally described as involving two skills: decoding and comprehension<sup>9</sup>.

#### 5. Comprehension

According to Judi Moreillon, comprehension is an important part of learning to activate and use background knowledge<sup>10</sup>. Linda J. Dorn and Carla Soffos say that comprehension is a constructive process regulated by perceptual, emotional, cognitive, and social experiences that cannot occur without thought<sup>11</sup>. Janette K. Klinger, et al, also maintain that Comprehension is an active process to which the reader brings his or her individual attitudes, interests, and expectations<sup>12</sup>.

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<sup>8</sup> Gerald G. Duffy. *Explaining Reading*. (New York: The Guilford Press, 2009 ), pp. 10.

<sup>9</sup> Scott G. Paris and Steven A. Stahl. *Children's Reading Comprehension and Assessment* (London: Lawrence Erlbaum Associates, Publishers, 2005), pp. 103.

<sup>10</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), pp. 21.

<sup>11</sup> Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension*. (Portland: Stenhouse Publishers, 2005), pp.13.

<sup>12</sup> Janette K. Klinger, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), pp. 27

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by every individual. According to Christina and Marry, reading is the individual activity to get information excellence and unless there are contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading.<sup>1</sup>

Harmer states that reading is understand interpret meaning sense. Beside, Jeremy Harmer states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them.<sup>2</sup>

According to Kalayo, Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning.<sup>3</sup>

Reading is important when they use reading to achieve a goal important to them, to achieve a purpose of theirs, or to answer questions they want to answer. In short, they are motivated to read when reading empowers or enriches them<sup>4</sup>.

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<sup>1</sup> Christina Bratt Jauston Marry Newton Bruder. *Teaching English as a Second language Techniques and Procedures*. (Massachusetts Winthrop Publisher, Inc, pp. 64

<sup>2</sup> Jeremy Harmer. *How to Teach English*. (Addison Wesley:Logman, 2000), pp. 70

<sup>3</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teacing English Foreign Language*. (Pekanbaru:Alif Riau Graha UNRI Press,2007), pp. 115

According to Katherine Wiesolek Kuta, reading is to have students answer the questions at the end of the chapter, and then the students need to preview the questions before they read the material<sup>5</sup>. In addition, Martin Barker and Anne Beezer add that reading is produced within a set of determinant conditions which are supplied by the text, the producing institution, and by the social history of the audience<sup>6</sup>.

Randi Stone clarifies that reading is a fundamental goal that children must master in order to be successful in school and in life<sup>7</sup>. According to Karen Tankersley et al, reading is an interactive process involving both decoding words and deriving meaning from those words<sup>8</sup>. Gerald G. Duffy adds that, reading is understanding how individual skills and strategies can be combined together to expedite efficient meaning getting<sup>9</sup>.

The purpose for reading and type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

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<sup>4</sup> Gerald G. Duffy. *Explaining Reading*. (New York: The Guilford Press, 2009), pp.5

<sup>5</sup> Katherine Wiesolek Kuta. *Reading and Writing to Learn*. ( London: An imprint of Libraries Unlimited, 2008), pp.23.

<sup>6</sup> Martin Barker and Anne Beezer. *Reading into Cultural Studies*. ( New York: British Library Cataloguing in Publication Data, 1992), pp. 146.

<sup>7</sup> Randi Stone. *Best practices for teaching reading*. ( London: Corwin Press, 2009), pp. 39.

<sup>8</sup> Karen Tankersley, et al. *The threads of Reading*. (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2003), pp. 92.

<sup>9</sup> Gerald G. Duffy. *Explaining Reading*. (New York: The Guilford Press, 2009), pp. 43

The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text there are a wide range of reading strategies suggested by reading programs and educators. The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning.<sup>10</sup> The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional student practice.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter, as you'll see in the videotape series *Strategy Instruction in Action*<sup>11</sup>. Scott G. Paris and Steven A. Stahl defines that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge<sup>12</sup>.

Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely easy process, but also interactive which entails the readers to comprehension not only literal meaning of the text, but also text organization and be able to make conclusion from the text. Besides, the

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<sup>10</sup> Pressley, Michael. *Reading instruction that works: the case for balanced teaching*. New York: Guilford Press. (2006). ISBN 1-59385-228-2.

<sup>11</sup> Debbie Miller. *Reading with Meaning Teaching Comprehension in the Primary Grades*. (Portland: Stenhouse Publishers, 2006), pp.194

<sup>12</sup> Scott G. Paris and Steven A. Stahl. *Children's Reading Comprehension and Assessment*. (London: Lawrence Erlbaum Associates, Publishers, 2005), pp. 134.

readers must get involve emotionally into the contents explicitly and implicitly in the text

Reading comprehension as the process of simultaneously extracting and contructing meaning through interaction and involvement with written language.

She also mentioned that comprehension entails three elements, such as:<sup>13</sup>

- a. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part.

There are main ways in reading as follows:

#### 1. Skimming

Skimming consists of quickly meaning one's eyes across a whole essay, article, etc. for exam to get the gist. Skimming gives reading advantage of being able to preview the purpose of the passage, the main topic or massage and possibly someone development or supporting idea.<sup>14</sup>

#### 2. Scanning

The second in the “most valuable” category is scanning or quickly thing for some particular piece or pieces of information in a text.

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<sup>13</sup> Cathrine Snow and Chair. *Reading For Understanding Toward an Research and Development Program in Reading Comprehension*.(Santa Monica, CA: RAND Reading Study Group,2002), pp.11

<sup>14</sup> H. douglas Brown. *Teaching by principles: An Interactive Approach to Language Pedagogy*. (New Jersey:Principle Hall, Inc) p. 115

### 3. Extensive Reading

Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

### 4. Intensive Reading

Reading shorter to extract specific. This is more an accuracy activity involving reading for detail.

## 1. Teaching Reading

According to Christina and Mary, reading is the most important skill of all for most students of English throughout the world; is a skill that has been much neglected in audio-lingual tradition of language teaching.<sup>15</sup> Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

Reading is not easy learning activities. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. There are two components that should be known by the teacher in teaching reading. They are reading skill and reading comprehension.

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<sup>15</sup> Christina Bratt Jaulston & Mary Newton Bruder. *Teaching English as A Second Language Techniques And Procedures*. (Massachusetts: Winthrop Publishers, Inc). pp. 203



In addition, Janette K. Klinger, et al, al Comprehension is an active process to which the reader brings his or her individual attitudes, interests, and expectations<sup>16</sup>. Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter, as you'll see in the videotape series Strategy Instruction in Action<sup>17</sup>. Scott G. Paris and Steven A. Stahl defines that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge<sup>18</sup>. Judith Westphal Irwin mention that there are five components of reading<sup>19</sup>, there are:

- a. The ability to group words into meaningful phrases.
- b. The ability to select what idea units to remember.
- c. Readers can recall what they read only if the individual ideas are connected into a coherent whole.
- d. Integrative processing requires the ability to do such things as identifying pronoun referents.
- e. The ability to select the general ideas and to summarize the passage.

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<sup>16</sup> Janette K. Klinger, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), pp. 27

<sup>17</sup> Debbie Miller. *Reading with Meaning Teaching Comprehension in the Primary Grades*. (Portland: Stenhouse Publishers, 2006), pp.194

<sup>18</sup> Scott G. Paris and Steven A. Stahl. *Children's Reading Comprehension and Assessment*. (London: Lawrence Erlbaum Associates, Publishers, 2005), pp. 134.

<sup>19</sup> Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (New Jersey: Loyola University of Chicago, 1986), pp.3

## 2. The factors influence students' Reading Comprehension

### a. Internal Factor

There are two factors that influence the students' achievements, it is included in reading comprehension achievements and they are related one another, they are internal factor and external factor.

#### 1) Motivation

Motivation plays an important role in comprehending the text. According to Judith Westphal, the students can read with greater comprehension when the students are motivated by teacher to read the text<sup>20</sup>. Brown divided the motivation theory into two kinds; they are intrinsic and extrinsic motivation. Marge B. Ginsberg and Raymond J. Wlodkowski defined intrinsic motivation, as follows:

Intrinsic motivation is supported when learners see the focus of causality for learning within themselves, when the act of learning and application of knowledge are considered primary, and when the learning context is examined for ways in which the capacities and talents of all learners can be strengthened<sup>21</sup>.

#### 2) Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other hand, if the reader has no any interest to read, it can influence his or her achievement.

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<sup>20</sup> Judith westphal Irwin. *Teaching Reading Comprehension Process*. ( New Jersey: Prentice- Hall, 1986), pp. 110

<sup>21</sup> Marge B. Ginsberg and Raymond J. Wlodkowski. *Diversity and Motivation Culturally Responsive Teaching in College, Second Edition(EBook)*. (San Francisco, 2009), pp. 266.

In line with the explanation of motivation and interest above, in this study the writer is interested in using 'Do You Hear What I Hear?' (DYHWIH?) strategy to build up the students' motivation and interest, because it is impossible for the students to understand the text if he or she has no interest and motivation to read, so, it can be concluded that the good interest and motivation result the good achievement of the students.

#### **b. External Factor**

The external factor has a close relationship to reading material and teacher of reading. They are related to one another.

##### **1) Reading Material**

The student achievement in reading depends on the level of the difficulty of the text. Thus, it can influence the students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

##### **2) Teacher of reading**

Teacher of reading should be careful in choosing the text and giving the task because they are related to the students' reading comprehension achievements. Besides, the technique is used by the teacher of reading is very important because the suitable technique can make the students study be spirit and responsibility. According to Janette K. Klinger, et al. using collaborative technique reading, the students will be easy to comprehend the reading text and it will

support their understanding the reading text<sup>22</sup>. Do You Hear I Hear? (DYHWIH?) strategy is one of the collaborative learning that can improve the students' ability to comprehend the reading text.

### 3. The Nature of Do You Hear I Hear? (DYHWIH ?) strategy

According to Harvey F. Silver, et al. Do You Hear What I Hear? is one such strategy. The strategy is so named because of the initial emphasis it places on the important but often neglected skill of listening. The teacher reads a brief but rigorous text aloud to students two separate times. Students are afforded the opportunity to simply listen the first time and then create a set of notes during the second reading. Student partners then coach each other to a complete retelling of the text<sup>23</sup>.

In addition, Elizabeth C. et al. say that Do You Hear What I Hear? (DYHWIH?) is a useful strategy for monitoring students' reading comprehension. The examiner simply asks the student to retell or reconstruct what was read<sup>24</sup>.

More over , Mathew J. Perini, et al. say that Do You Hear What I Hear? is a comprehensive approach to teaching students how to read especially rigorous texts, retell them, and develop interpretive essays.<sup>25</sup>.

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<sup>22</sup> Janette K. Klinger, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), pp. 35

<sup>23</sup> Harvey F. Silver et al. *The Strategic Teacher*. (Alexandria, Virginia, USA: Association for Supervision and Curriculum Development, 2007), pp.229.

<sup>24</sup> Elizabeth C. et al, et al. *The Thoughtful Education Guide to Reading for Meaning* (New York: Thoughtful Education Press, 2009), pp. 48.

<sup>25</sup> Mathew J. Perini, et al . *Reading for Meaning*. (Alexandria, Virginia, USA: Association for Supervision and Curriculum Development, 2007), pp. 64.

Through using Do You Hear What I Hear? (DYHWIH?) strategy, teachers can help students in reading text because the entire process of teaching reading by using Do You Hear What I Hear? (DYHWIH?) strategy will activate students in learning involvement. They will interact with others to discuss the option of target language. In this strategy, students will be motivated to gain the meaning of the text through listening and note taking.

**4. The procedure of Do You Hear What I Hear? (DYHWIH?) strategy**

- a. Leave time to read a short, rigorous text to your students, preferably once each week. Read each text twice: once for students to get the gist through listening and once for them to take notes for retelling.
- b. Instruct students to find a partner and review their notes together. One student puts the notes aside, while the other coaches him to a complete retelling. Students then switch roles.
- c. Pose two to four guiding questions. Guiding questions often focus on vocabulary, the meaning of quotations, characters' or authors' motivations and themes. Shift from listening to reading by having students read the text.
- d. Have student pairs team up. In groups of four, students discuss answers and resolve differences. Observe and coach groups.
- e. Establish a writing product based on the reading. The product should be short (one to one and a half pages) and can be in any of these formats: a

retelling, a review, an essay, a creative response ( story, poem, play, etc.) or a personal response.

f. To maximize the benefits of DYHWIH? Use the strategy regularly. Once per week is ideal.

g. Have students review their written products, select their best one, and work in writer's clubs to collect feedback and revision ideas from their pers. Sit in on writer's clubs and provide coaching.

h. Give the students time to revise their products according to the feedback.

Inform students that only their selected, revised product will be graded<sup>26</sup>.

##### **5. The Use of Do You Hear What I Hear? (DYHWIH?) strategy toward the students' reading comprehension**

According to Karen Tankersley, et al. reading is the process of acquiring meaning from text. There are many skills that children must learn as they begin to make sense of the various symbols and arrangements of words and letters. They need to understand the connection between the sounds that they hear in everyday language and the letters that they see on a page<sup>27</sup>.

##### **6. The advantages of Do You Hear What I Hear? (DYHWIH?) strategy toward the students' reading comprehension.**

Based on the book *The Strategic Teacher*, there are four the advantages of Do You Hear I Hear? (DYHWIH?) strategy:

a. It is built on the research based practice known as retelling.

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<sup>26</sup> Harvey F. Silver et al. *The Strategic Teacher*. (USA: Association for Supervision and Curriculum Development, 2007), pp.233

<sup>27</sup> Ibid. pp.30

- b. It front loads comprehension.
- c. It increases the level of rigor in the classroom.
- d. It reduces grading time and increases coaching time<sup>28</sup>

## **B. The Operational Concept**

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it be easier to measure. The research consists of two variables, they are variable X and variable Y. Variable X as independent (Using Do You Hear What I Hear? (DYHWHI?) strategy and variable Y as dependent (Reading Comprehension). The following treatment as a collection of procedures of the implementation of Do You Hear What I Hear? (DYHWHI?) strategy, it can be seen as the steps below:

1. Leave time to read a short, rigorous text to your students, preferably once each week. Read each text twice: once for students to get the gist through listening and once for them to take notes for retelling.
2. Instruct students to find a partner and review their notes together. One student puts the notes aside, while the other coaches him to a complete retelling. Students then switch roles.
3. Pose two to four guiding questions. Guiding questions often focus on vocabulary, the meaning of quotations, characters' or authors' motivations

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<sup>28</sup> Harvey F. Silver et al. *The strategic Teacher*. (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2007), pp.233

and themes. Shift from listening to reading by having students read the text.

4. Have student pairs team up. In groups of four, students discuss answers and resolve differences. Observe and coach groups.
5. Establish a writing product based on the reading. The product should be short (one to one and a half pages) and can be in any of these formats: a retelling, a review, an essay, a creative response (story, poem, play, etc.) or a personal response.
6. To maximize the benefits of DYHWIH? Use the strategy regularly. Once per week is ideal.
7. Have students review their written products, select their best one, and work in writer's clubs to collect feedback and revision ideas from their peers. Sit in on writer's clubs and provide coaching.
8. Give the students time to revise their products according to the feedback. Inform students that only their selected, revised product will be graded<sup>29</sup>.

The indicators of students' reading comprehension as quoted from Judith Wesphal Irwin are as follows:

1. Students are able to find main idea in reading text
2. Students are able to identify synonym of word
3. Students are able to find the general and specific information
4. Students are able to find the word of references
5. Students are able to find purpose of the text<sup>30</sup>.

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<sup>29</sup> Harvey F. Silver et al. *The Strategic Teacher*. (USA: Association for Supervision and Curriculum Development, 2007), pp.233



### C. The Relevant Research

The relevant research is that researcher reviews the relevant research to observe some previous researches conducted by other researchers in which they are relevant to his research itself. Besides, the writer has to analyze what the point that was focused on, inform the design, finding and conclusion of the previous research. It aims to avoid plagiarism toward the design and finding of previous researcher. Those are some relevant researchers of this research:

Penny Watts' research, "*Writing the Real: The Importance of Nonfiction in the 21st Century.*"<sup>31</sup> She wanted to combine between listening, speaking, reading and writing to be one product. So, she used the strategy DYHWIH for teaches her students. She read the speech aloud—twice. During the first reading, students just listen, trying to pick up the gist of the reading.

During the second reading, students created a set of notes that will allow them to retell the main ideas and key details in their own words. After she completes the second reading, students partner up. Each student in the pair retells the passage to the other student, who acted as a retelling coach. It is more helpful to her: With only one product to grade, she was able to commit much more time to help students identify and overcome their liabilities as writers.

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<sup>30</sup> Judith Wesphal Irwin. *Teaching Reading Comprehension Processes*. ( New Jersey: Loyola University of Chicago, 1986), pp. 3

<sup>31</sup> Harvey F. Silver et al. *The Strategic Teacher*. ( Alexandria, Virginia, USA: Association for Supervision and Curriculum Development, 2007), pp.231

Sri Wastuti's thesis. *The effect of Collaborative Strategic Reading Toward to the Second Year Students' Reading Comprehension Achievement at SLTP Negeri Pekanbaru*, (2005). She found that the main score of experimental group which has taught by using collaborative strategic reading was 82, 75 while the mean score of control group which had been taught by using traditional reading classroom was 75.75, it means there was any significant different between using collaborative strategic reading for reading comprehension achievement and using traditional reading classroom method for reading comprehension achievement. The conclusion, t- test in this research was 3,5 and t- table was 2,00.

This research is deferent from the two researches above . In this research, the writer used Do You Hear What I Hear? (DYHWIH?) Strategy to give effect toward reading comprehension at the second year students of SMPN 2 Tambang Kampar Regency

#### **D. The Assumption and Hypothesis**

##### **1. Assumption**

Based on the theories and explanations above, the writer has assumption. If the teacher uses Do You Hear What I Hear? (DYHWIH?) Strategy well, the students' achievement in reading comprehension will be higher than before. In the other words, the better using Do You Hear What I Hear? (DYHWIH?) Strategy (Variable X), the better reading comprehension score (Variable Y) will be achieved by the students.

## 2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

1. The Alternative Hypothesis ( $h_a$ )

There is any significant effect of using Do You Hear What I Hear (DYHWIH?) strategy toward Reading Comprehension at the Second Year of Junior High School 2 Tambang Kampar Regency

2. The null hypothesis ( $h_o$ )

There is no significant effect of using Do You Hear What I Hear? (DYHWIH?) Strategy toward Reading Comprehension at the Second Year of Junior High School 2 Tambang Kampar Regency.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. The Research Design

This research is a kind of quasi experimental research. It is a research which is aimed to search whether there is or there is no effect of treatment which has been done to the experimental subject without random assignment<sup>1</sup>. In this research, the writer used two classes to be sample, namely experimental group and control group.

The experimental group was taught by particular treatment (Do You Hear What I Hear? (DYHWHI?)) strategy to improve their reading comprehension. In addition, control group was only given a pre- test and post-test without particular treatment as will be given for experimental group<sup>2</sup>. These group used different technique, but both experimental and control group were treated with the same test.

**Table 1**  
**Research Type**

GROUP	PRE-TEST	TREATMENT	POST-TEST
A	T1		T2
B	T1	X	T2

Experimental:

A: Experimental group

B: Control group

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<sup>1</sup> John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. ( New Jersey: Pearson Prentice Hall, 2008), pp. 314

<sup>2</sup> Ibid.

- T1: Pre- test for experimental group and control group  
 : Receiving particular treatment  
 X: Without particular treatment  
 T2: Post- test for experimental group and control group.

After giving particular treatment to the experimental group by using Do You Hear What I Hear? (DYHWIH?) strategy, the score between experimental and control group were analyzed by statistical formula. It was aimed to know there is or not the effect of variable X into variable Y.

#### **B. The Location and Time of the Research**

This research was conducted at the second year students of Junior High School 2 Tambang Kampar Regency. It is located at Raya Pekanbaru, Bangkinang street, Km. 24, Kampar Regency. The time to conduct this research was in July to September 2011.

#### **C. The Subject and the Object of the Research**

The subject of this research was the second year students of Junior High School 2 Tambang Kampar Regency, and the object of this research was to analyze Using Do You Hear What I Hear? (DYHWIH?) strategy toward reading comprehension at the second year of Junior High School 2 Tambang Kampar Regency.

## D. The Population and the Sample of the Research

### 1. Population

The population of this research was the second year of Junior High School 2 Tambang Kampar Regency in 2011- 2012 academic year. It had three (3) classes, and the number of the second year students of SMPN 2 Tambang Kampar Regency was 88 students.

**Table II**  
**Distribution of the Research Population**

CLASS	NUMBER OF STUDENTS
II A	30Students
II B	30 Students
II C	28 Students
Total	88 Students

### 2. Sample

Although the number of population was not so large, but to make the writer be easier, the writer used quota sample. Quota sample is the researcher chooses some of the populations to be sample of the research based on the researcher's selection. The more important is the number of the sample can be representative correctly<sup>3</sup>.

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<sup>3</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*.( Jakarta: PT. Rineka Cipta, 2006), pp. 141

**Table III**

## Distribution of the Research Sample

Group	Pre-Test	Treatment	Post-Test	Number of students
A	T <sub>1</sub>	✓	T <sub>2</sub>	30
B	T <sub>1</sub>	X	T <sub>2</sub>	30

Based on the design of the research, the researcher took only two classes as the sample of this research. The classes were VIII A and VIII B by using clustering technique. The reason why the researcher took those classes was because the students' comprehension in reading was homogenous.

**E. The Technique of Data Analysis**

It was very important to prepare the instrument to collect some data to support this research. The writer applied the techniques by the test to measure the student's ability in reading comprehension. The measure instrument is a set of question that given to subject that pursuit finding the cognitive test<sup>4</sup>. Here, test was a set of question is given the students to know their comprehend in learning English especially in reading skills to collect the data of research.

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<sup>4</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. (California: Longman, 2003), pp. 3

The test was given to both of them, experiment class and control class with the some material. First, the writer gave treatment to experiment class by using Do You Hear What I Hear? (DYHWIH?) Strategy and control class with Conventional techniques by English Teacher. Then, the writer distributed the test about comprehending reading text to students. The materials of the test were adopted from the book for second year of Junior High School 2 Tambang Kampar Regency or UN 2011.

For the treatment class, the teacher made five teams, and each team had six students. After that, teacher read the text for all of the team. The teacher read each text twice: once for students to get the gist through listening and once for them to take notes for retelling. Then, the teacher will call each team to explain their group discussion.

#### a) The Instrument of Data Collection

In order to get data that are needed to support this research, the writer applies the techiques by the test. The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure:

1. Both groups (Experimental group and Control group) were asked to express their idea reading comprehension.
2. The teacher evaluated from the test best on reading comprehension aspect that consisted of find the purpose of the text, identify main idea, identifying synonym of word, identify references, finding the general and



specific information. It was done to make the teacher is easy to located the meaning.

3. The test is used to obtain the data concerning the students' reading comprehension. The technique is carried out in items of collecting the data and information dealing with the data variable X (Do You Hear What I Hear?(DYHWIH?) and Conventional strategy) Y (reading comprehension).

## **F. The Research Procedure**

Since the Do You Hear What I Hear? (DYHWIH?) Strategy was used in learning and teaching English process toward reading comprehension skill, it helped teacher to achieve the goal of teaching. The procedure of this research was divided into two phases:

### **1. Procedures of Collecting Data for Experimental Group**

#### **a. Pre- test**

The pre- test was carried out to determine the ability of the students selected as the sample. Items used for pre- test consisted of 20 items. The test is about reading comprehension appropriate with the curriculum of the school. The test consisted of four passages with five questions for each.

#### **b. Treatment**

The treatment was conducted for experimental class only. The treatment was using Do You Hear What I Hear? (DYHWIH?) strategy

in teaching English part reading comprehension. The length of the time to apply the technique was about six meetings and every meeting was about 40 minutes.

c. Post- Test

After eight meetings (including pre- test), the post- test was done. The result of the post- test for experimental group was analyzed and used as final data for this research.

## **2. The Procedures of Collecting Data for Control Group**

a. Pre- test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group, the difference was only the time.

b. Conventional Techniques

In this study, the teacher taught reading comprehension for control group by using conventional technique of classical methods. The technique used in the classroom was done by steps below:

1. The teacher asked the students to read the reading passages or the teacher reads the text and the students listen it.
2. The teacher asked the students to find out the meaning of difficult words by using dictionary.
3. The teacher asked the students' to answer the questions base on the text passage.

4. The teacher collected the students' reading assignment
5. The teacher made the conclusion from the reading text and answer the question with the students together.

c. Post- test

Post- test for both experimental group and control group were administrated after giving the treatment for experimental group. The result of the post- test for both experimental group and control group was analyzed and used as final data for this research.

## **G. The Technique of Collecting Data**

In order to get some data needed to support this research, the writer applied the techniques observation, and test.

### **1. Observation**

The observation was intended to observe directly the influence of the implementation of Do You Hear What I Hear? (DYWIH?) strategy on reading comprehension at the second Year Students of SMPN 2 Tambang Kampar Regency. The observer of the observation was the English teacher while the writer implemented the strategy in the classroom. The observation was only given for the students in the experimental group.

## 2. Test

The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. Both groups (experimental group and control group) were asked to express their idea of reading comprehension.
- b. The teacher evaluated the test based on reading comprehension aspect that consisted of finding main idea of paragraph, finding synonym of word, finding general and specific information, and finding the word reference. It was done to make the teacher is easy to collect the data.

The test was used to obtain the data concerning the students' reading comprehension.

The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X (Do You Hear What I Hear? (DYHWIH?) strategy and conventional strategy) and variable Y' (reading comprehension). The materials of the test were adoted from the syllabus at the second Year Student's of SMPN 2 Tambang Kampar Regency and UN book for SMP 2011.

In this research, the writer used test as an instrument to collect the data. The test was multiple choice tests and divided two stages. The first was pre test, and it was given before the treatment. The second was post test and it was given after the treatment. According to J. Charles Alderson, multiple choice questions

are a comment device for testing students' text comprehension<sup>5</sup>. Test was used to collect the data that consists of 20 items in the form multiple choice questions. The test was used to know the score of students' reading comprehension.

In addition, Suharsimi Arikunto, says that there are some categories to evaluate the students' comprehension in reading text. The test composed of 20 items and each item is given score 5<sup>6</sup>. The scale is:

**Table IV**

**The Categorizing Levels of Scoring of Reading Comprehension**

<b>The Score of Reading Comprehension Level</b>	<b>Categories</b>
<b>80 – 100</b>	<b>Very good</b>
<b>66 – 79</b>	<b>Good</b>
<b>56– 65</b>	<b>Enough</b>
<b>40– 55</b>	<b>Less</b>
<b>30–39</b>	<b>Fail</b>

Based on the table IV, we can see that the level between 80-100 is very good, the level between 66-79 is good, the level between 56-65 is enough, the level between 40-55 is less, and the level between 30-39 is fail.

**b) Validity and Reliability**

<sup>5</sup> J. Charles Alderson. *Assessing Reading*. (New Jersey: Cambridge University press, 2001), pp. 211

<sup>6</sup> Suharsimi Arikunto. *Dasar- dasar Evaluasi Pendidikan, Edisi Revisi*. (Jakarta: Bumi Aksara, 2009), pp. 245

## 1. Validity

Before the tests were given to the sample, both of tests were tried out to 30 students at the second year. The purpose of try out is to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty was determined as the proportion of correct responses. The formula for item difficulty is as follows<sup>7</sup>:

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is  $<0,30$  and  $>0,70$ <sup>8</sup>. It means that the item test that accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

<sup>7</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT Bumi Aksara, 2009), pp. 209

<sup>8</sup> *Ibid.* pp. 210

## 2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

- They are extent of the sample of material selected for testing
- The administration of the test, clearly this is an important factor in deciding reliability.

In order find out whether there is a significant effect of using Do You Hear What I Hear? (DYHWHI?) strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical analysis. The different mean was analyzed by using independent sample T-test SPSS.

The following formula was T-table. It was employed to see a significant difference between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

Statistically hypothesis:

$$H_o = t_o < t_{table}$$

$$H_a = t_o > t_{table}$$

Criteria of hypothesis:

1.  $H_o$  is accepted if  $t_o < t_{table}$ . It can be said that there is no significant difference in reading comprehension between the students taught by using strategy.
2.  $H_a$  is accepted if  $t_o > t_{table}$ . It can be said that there is significant difference in reading comprehension between the students taught by using strategy.



## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### A. The Data Presentation

##### 1. The Technique of Data Collection

In order to find whether or not there was a significant difference on reading comprehension of the two classes, the writer calculated data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique to identify the average score of both experimental and control class. The difference of means was analyzed by using Independent sample T-test in SPSS. Instead, this research used pre-test and post-test.

This research was to obtain the Effect of Do You Hear What I Hear? strategy toward reading comprehension at the second year students of SMPN 2 Tambang Kampar Regency. The data of this research were the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found that class VIII<sup>A</sup> was the experimental group and VIII<sup>B</sup> was the control group.

##### a. Data from Classroom Observation

The writer taught the students directly. The English teacher always observed the writer in classroom. The English teacher observed the writer for six meetings in the classroom. To obtain how to use Do You Hear What I Hear? (DYHWIH?) strategy toward reading comprehension, the writer took data from classroom observation.

b. Data from Test

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test.

The data were collected through the following procedures:

- a. Both groups (experimental group and control group) were asked to do express the pre-test and post-test.
- b. The teacher evaluated the test based on reading comprehension aspect that consisted of to find the main idea of paragraph, find synonym of words, find general and specific information, and find the word of reference. It was done to make the teacher was easy to collect the data.

There were 20 items of reading comprehension test given to the 30 respondents in this research. From the test, it was obtained that the lower score was 50 and the higher score was 85. The mean was 75.00.

The result of the test from the experimental and control group can be seen in the following table:

**Table V**  
**The Result of the Test from the Experimental and Control Group**

		<b>Statistics</b>			
		Pre-Test Experiment	Post-Test Experiment	Pre-Test Control	Post- Test Control
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		63.50	75.00	61.67	68.67
Median		65.00	75.00	60.00	65.00
Mode		55 <sup>a</sup>	70 <sup>a</sup>	55a	60a
Std. Deviation		10.352	6.823	6.065	7.871
Variance		107.155	46.552	36.782	61.954
Range		35	20	20	25
Minimum		50	65	55	60
Maximum		85	85	75	85
Sum		1905	2250	1850	2060
Percentiles	25	55.00	70.00	55.00	60.00
	50	65.00	75.00	60.00	65.00
	75	70.00	80.00	65.00	75.00

Based the table V, we can see that mean score of experimental group after having treatment mean score was 75.00, and standard deviation was 6.823. If we compare with before treatment, mean score was 63.50, and standard deviation was 10.352. It means that the experimental group after treatment is better than before. In control group after treatment, the means score was 69.49, and standard deviation was 74.16. When we compare with control group before treatment, mean score was 61.54, and standard deviation was 5.866. It means that the control group after treatment is better than before treatment.

**Table VI**  
**The Frequency Distribution Pre-Test**  
**Of Reading Comprehension**  
**Test of Experimental Group**

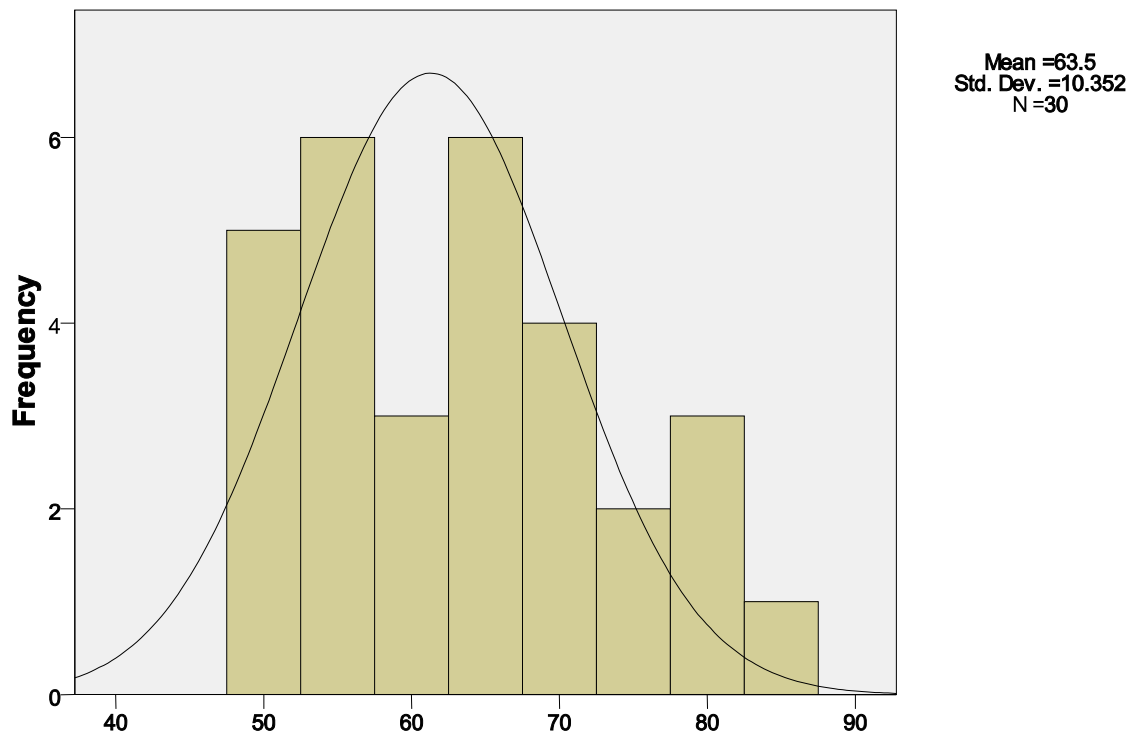
**The score Pre-Test of Experimental Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	5	16.7	16.7	16.7
55	6	20.0	20.0	36.7
60	3	10.0	10.0	46.7
65	6	20.0	20.0	66.7
70	4	13.3	13.3	80.0
75	2	6.7	6.7	86.7
80	3	10.0	10.0	96.7
85	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table VI, shows the frequency distribution of experimental group before treatment. The output from 30 respondents, the valid percent with the interval of 50 was 16.7%, the interval of 55 was 20.0%, the interval of 60 was 10.0%, the interval of 65 was 20.0%, the interval of 70 was 13.3%, the interval of 75 was 6.7%.The interval of 80 was 10.0%, and the interval of 85was 3.3%.

Table VII

**Histogram for the score of Pre-Test Experiment Group  
At SMPN 2 Tambang Kampar Regency**



Based on the histogram above, we can see that the student who get score 50 are 5 students, the students who get score 55 are 6 students, the students who get score 60 are 3 students, the students who get score 65 are 6 students, the students who get score 70 are 4 students, the students who get score 75 are 2 students, the students who get score 80 are 3 students, the students who get score 85 is 1 student, and none obtains score 85.

**Table VIII**  
**The Frequency Distribution of Reading Comprehension**

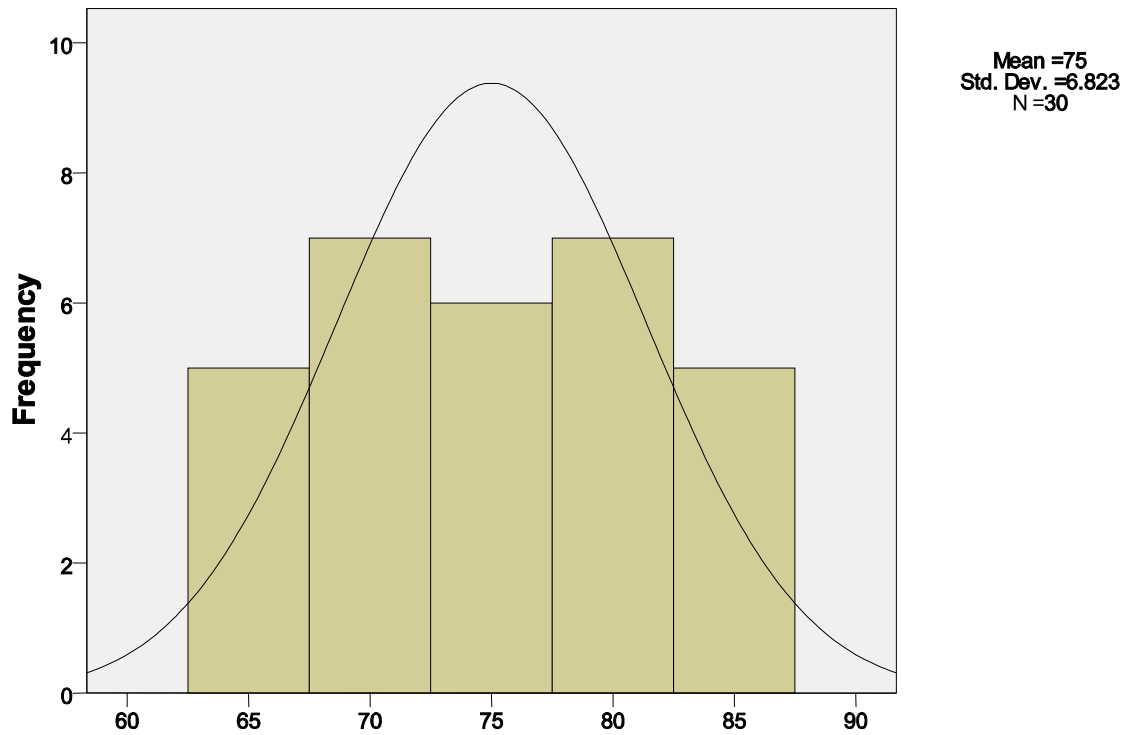
**The score Post-Test of Experimental Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	5	16.7	16.7	16.7
70	7	23.3	23.3	40.0
75	6	20.0	20.0	60.0
80	7	23.3	23.3	83.3
85	5	16.7	16.7	100.0
Total	30	100.0	100.0	

The table VIII, shows the frequency distribution of experimental group after treatment .The output from 30 respondents, the valid percent with the interval of 65 was 16.7%, the interval of 70 was 23.3%, the interval of 75 was 20.0%, the interval of 80 was 23.3%, and the interval of 85 was 16.7%.

Table IX

**Histogram for the score of Post-Test Experiment Group  
At SMPN 2 Tambang Kampar Regency**



Based on the histogram above, we can see that, the students who get score 65 are 5 students, the students who get score 70 are 7 students, the students who get score 75 are 6 students, the students who get score 80 are 7 students, and the students who get score 85 are 5 students.

**Table X**  
**The Frequency Distribution of Reading Comprehension**  
**Test of Control Group**

**The score Pre-Test of Control Group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	9	30.0	30.0	30.0
	60	9	30.0	30.0	60.0
	65	7	23.3	23.3	83.3
	70	3	10.0	10.0	93.3
	75	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The table X, shows the frequency distribution of Control group before treatment. The output from 30 respondents, the valid percent with the interval of 55 was 30.0%, the interval of 60 was 30.0%, the interval of 65 was 23.3%, the interval of 70 was 10.0%, and the interval of 75 was 6.7%

**Table XI**  
**The Frequency Distribution of Reading Comprehension**  
**Test in Control Group**

**The score Post-Test of Control Group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	8	26.7	26.7	26.7
	65	8	26.7	26.7	53.3
	70	5	16.7	16.7	70.0
	75	4	13.3	13.3	83.3
	80	3	10.0	10.0	93.3
	85	2	6.7	6.7	100.0
	Total	30	100.0	100.0	



The table XI, shows the frequency distribution of control group after treatment. The output from 30 respondents, the valid percent with the interval of 60 was 26.7%, the interval of 65 was 26.7%, the interval of 70 was 16.7%, the interval of 75 was 13.3%, the interval of 80 was 10.0%, and the interval of 85 was 6.7%.

## **2. Validity and Reliability Test**

### **1. Validity**

To obtain the data about the contribution of Do You Hear What I Hear (DYHWIH?) strategy toward Reading Comprehension at SMPN 2 Tambang Kampar Regency, the writer acquired to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. The difficult or easy test often showed the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answered the questions correctly.

The formula for item difficulty is as follows<sup>1</sup>:

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is **<0,30** and **>0,70**. It means that the item test that is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

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<sup>1</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan dan Praktek*. (Jakarta: PT. Renika Cipta.2002), pp.209

**Table XII****Blue print of Pre-Test and Post-Test**

Indicator	Items
1. Main idea in reading text	7, 11, 15, 18
2. Identifying synonym of word	3, 5, 9, 12
3. Finding the general and Specific information	4, 10, 14, 17
4. Finding the word of references	2, 6, 13, 19
5. Finding the purpose of the text	1, 8, 16, 20

Based on the table XII. the proportion indicators of reading text are main idea in reading text, that can be found in item number 7, 11, 15, 18 , identifying synonym of word, we can be seen in item number 3, 5, 9, 12, finding the general and specific information, can be seen in item number 4, 10, 14, 17, finding the word of references, in item number 2, 6, 13, 19, finding the purpose of the text, can be seen in item number 1, 8, 16, 20

**Table XIII****The Students are able to find main idea in reading text**

Variable	To find main idea in reading text				N
Item no	7	11	15	18	30
Correct	18	18	17	19	
P	0.60	0.60	0.57	0.63	
Q	0.40	0.40	0.43	0.37	

Based on the table XIII, the proportion of correct answer for item number 7 shows the proportion of correct 0.60. Item number 11 shows the proportion of correct 0.60. Item number 15 shows the proportion of correct 0.57. Item number 18 show the proportion of correct 0.63. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for understanding the content of reading text are accepted.

**Table XIV**  
**The Students are able to find the synonym of words**

Variable	Identifying synonym of word				N
Item no	3	5	9	12	30
Correct	20	20	18	17	
P	0.67	0.67	0.60	0.57	
Q	0.33	0.33	0.40	0.43	

Based on the table XIV, the proportion of correct answer for item number 3 shows the proportion of correct 0.67. Item number 5 shows the proportion of correct 0.67. Item number 9 shows the proportion of correct 0.60. Item number 12 shows the proportion of correct 0.57. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for identifying main idea are accepted.

**Table XV**  
**The Students are able to find the general and specific**  
**Information from Reading text**

Variable	Finding the general and Specific information				N
Item no	4	10	14	17	30
Correct	20	19	19	20	
P	0.67	0.63	0.63	0.67	
Q	0.33	0.37	0.37	0.33	

Based on the table XV, the proportion of correct answer for item number 4 shows the proportion of correct 0.67. Item number 10 shows the proportion of correct 0.63. Item number 14 shows the proportion of correct 0.63. Item number 17 shows the proportion of correct 0.67. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each items number for finding the specific information such as characters, time and place from the reading text are accepted.

**Table XVI**  
**The Students are able to find the word of**  
**References of reading text**

Variable	Finding the word of references				N
Item no	2	6	13	19	30
Correct	20	20	18	19	
P	0.67	0.67	0.60	0.63	
Q	0.33	0.33	0.40	0.37	

Based on the table XVI, the proportion of correct answer for item number 2 shows the proportion of correct 0.67. Item number 6 shows the proportion of

correct 0.67. Item number 13 shows the proportion of correct 0.60. Item number 19 shows the proportion of correct 0.63. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for finding cause and effect are accepted.

**Table XVII**  
**The Students are able to find purpose**  
**of the Reading Tex**

Variable	The purpose of the text				N
Item no	1	8	16	20	30
Correct	20	18	17	19	
P	0.67	0.60	0.53	0.63	
Q	0.33	0.40	0.43	0.37	

Based on the table XVII. 6, the proportion of correct answer for item number 1 shows the proportion of correct 0.67. Item number 8 shows the proportion of correct 0.60. Item number 16 shows the proportion of correct 0.53. Item number 20 shows the proportion of correct 0.63. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for finding cause and effect are accepted.

## 2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability are of primary importances in the use of both public achievement and proficiency test and classroom test<sup>2</sup>. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing,
- b. The administration of the test, clearly this is an important factor in deciding reliability.

In this research the researcher is to find the score of reliability used program SPSS 16.0. To know the reliability of the test, the writer found the mean score, the standard deviation of the test, and Cronbach's Alpa.

**Table XVIII**

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

Based on the table XVIII, we can see that the cases valid are 30 students, exclude 0, and the total students are follow this test 30 students.

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<sup>2</sup> Heaton, J.B. *writing English Language Test*. (New York, Longman Inc:1988), pp.159

**Table XIX****Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
143.67	172.299	13.126	30

Based on the table XIX. we can see that the mean score is 143.67, variance is 172.299. std. Deviation is 13.126, and number of items are 30.

**Table XX****Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.740	.745	30

Based on the table XX, we can see that cronbach's Alpha is 0,740, cronbach's alpha based on standardized items is 0,745, and number of items are 30.

The score obtained compares to  $r$  table of product moment that the degree of freedom was 58 " $r$ " product moment at the level of 5% is 0.250 and 1% is 0.325. The score obtained of Cronbach's Alpa was 0.740 higher than  $r$  table whether 5% and 1% ( $0.237 \leq 0.740 \leq 0.354$ ). It means that the test was reliable.



**TABLE XXI**  
**The Classification of Post Test Experimental Group**  
**At the Second Year Students of SMPN 2Tambang**  
**Kampar Regency**

NO	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	12	40.0%
2	Good	70 – 79	13	43.3%
3	Enough	60 – 69	5	16.7%
4	Less	50 – 59	-	0%
5	Bad	0 – 49	-	0%
Total		-	30	100%

The table XXI shows the classification of the experimental group at the Second Year of SMPN 2 Tambang Kampar Regency. The output from 30 students shows that the category number 1 shows 12 frequencies (40.0%), the category number 2 shows 13 frequencies (43.3%), the category number 3 shows 5 frequencies (16.7%), the category number 4 shows no frequencies (0%), the category number 5 shows no frequencies (0%). The table above shows that the highest percentage of classification of experimental group is 43.3%. Thus, the majority of students in this regard is classified as **Good**.

**TABLE XXII**  
**The Classification of Post-Test Control Group**  
**At the Second Year Students of SMPN 2 Tambang**  
**Kampar Regency**

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	5	16.7%
2	Good	70 – 79	9	30.0%
3	Enough	60 – 69	16	53.4%
4	Less	50 – 59	-	0%
5	Bad	0 – 49	-	0%
Total		-	30	100%

The table XXII, shows the classification of the control group at the second year students of SMPN 2 Tambang Kampar Regency. The output from 30 students shows that the category number 1 show 5 frequencies (16.7%), the category number 2 shows 9 frequencies (30.0%), the category number 3 shows 16 frequencies (53.4%), the category number 4 shows no frequencies (0%), the category number 5 shows no frequencies (0%). The table above shows that highest percentage of classification of control group is 53.4%. Thus, the majority of students in this regard are classified as **Enough**.

**Table XXIII****Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	1	30	75.00	6.823	1.246
and Control Group	2	30	68.67	7.871	1.437

Based on the table above, it can be seen that the total number of for each group is 30, the mean of experimental group is 75.00, and mean of control group is 68.67, Standard deviation of experimental group is 6.823, while standard deviation of control group is 7.871. Standard error mean of experimental group was 1.246, and control group is 1.437.

**Table XXIV**  
**The Data from Independent Sample T- Test**  
**Independent Samples Statistics**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Class Experiment and class Control	Equal variances assumed	.816	.370	3.330	58	.002	6.333	1.902	2.526	10.140
	Equal variances not assumed			3.330	56.854	.002	6.333	1.902	2.525	10.142

Based on the out put SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.<sup>3</sup>

Ha : Variance Population Identical

Ho : Variance Population not Identical

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

Based on the output SPSS above, Ha is accepted because  $0.370 > 0.05$ . it means that the variance of the population is identical.

<sup>3</sup> Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), pp,159

From the output above, it also can be seen that  $t_{\text{observed}}$  obtained (3.330) will be compared to “t” table,  $df = 58$  to compare either at the level of 5% or 1%. At the level of 5%,  $t_{\text{table}}$  is 2.00, while at the level of 1%,  $t_{\text{table}}$  is 2.65. Thus, the  $t_{\text{observed}}$  obtained is higher than  $t_{\text{table}}$ , either at the level 5% or 1%. In other words, we can read  $2.00 < 3.330 > 2.65$ .

Based on the calculation, the writer can conclude that  $H_a$  is accepted or there is significant difference between Do You Hear What I Hear? (DYHWIH?) strategy and Conventional strategy on student’s reading comprehension at the second year Student’s of SMPN 2 Tambang Kampar Regency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Reading is an essential skill that should be mastered by students. Reading is the important skill in finding the information in written language. The purpose of reading also determines the appropriate approach to reading comprehension.

Do You Hear What I Hear? (DYHWIH?) strategy is a strategy which is used in this research. After writer collecting the data and analyzed the data, the result of the score shows that the students' reading comprehension taught by using Do You Hear What I Hear? (DYHWIH?) strategy is in **high category**. It can be compared with the students' reading comprehension taught without using Do You Hear What I Hear? (DYHWIH?) strategy that it is in **enough category**.

Furthermore, in finding the Effect of Using Do You Hear What I Hear? (DYHWIH?) strategy to improve students' reading comprehension at the second year students of SMPN 2 Tambang Kampar Regency, for the result of data analysis, the writer found the significant effect score that showed 3.330. In level significant 5% the score was 2.00. In level significant 1% the score was 2.65. It can be read  $2.00 < 3.330 > 2.65$ . It means that there is a significant Effect of Using Do You Hear What I Hear? (DYHWIH?) strategy toward reading comprehension at the second year students of SMPN 2 Tambang Kampar Regency

## **B. Suggestion**

After finding the result of the effect of using Do You Hear What I Hear? (DYHWIH?) strategy toward students' reading comprehension, there are some writer's suggestions for the students, teacher and school.

### **1. Suggestion for students**

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading. The students should read the material more and more. In this case, Using Do You Hear What I Hear (DYHWIH?) is an appropriate strategy that can be used by the students in reading the material to get comprehension. Do You Hear What I Hear? (DYHWIH?) is a strategy that can improve students' reading comprehension.

### **2. Suggestion for teacher**

In effort to increase students' reading comprehension, teacher must be smart to select the strategy to be used by students in comprehending the reading text. Based on the research findings, there is a significant Effect of Using Do You Hear What I Hear? (DYHWIH?) strategy to improve students reading comprehension. It means that, this strategy can be applied to increase students' reading comprehension. Thus, teacher can apply this strategy to increase students' reading comprehension.

### 3. Suggestion for school

School is an institution that has a purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School should find the students' interest in teaching and learning reading. So, school should help English teacher find the strategy and observe the teacher's activity in teaching English.



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